

SCORING AND USE OF SURVEYS

Farm Safety Attitude Survey

The Farm Safety Attitude Survey is an eight item instrument designed to evaluate the student's perceptions about farming with a disability and their attitudes toward prevention of injury. Students rate their agreement with each statement on a one to five scale, with one being "not at all true" to five "definitely true". Scores for the individual items are simply summed for a total score. Scores can range from 8-40 with higher scores indicating greater agreement that disabilities create challenges to work and life and that injuries that cause disabilities are preventable. Using the scale before and after AgDARE may be helpful in evaluating the effectiveness of the curriculum and help you identify areas that need more emphasis.

Stages of Change Survey

This instrument was developed to evaluate the effectiveness of moving the student from thinking about a safety change to actually implementing (doing) the change. It is based on the Transtheoretical Model of Change (TMC) (Prochaska, Johnson & Lee, 1998)¹. The TMC has been widely utilized to explain how people initiate behavior change, progress through change, and maintain new behaviors. Although the model was originally conceptualized and developed focusing on behavioral change in adults, the TMC is equally appropriate and valid for use with an adolescent population. Students rate their agreement with each statement on a one to five scale, with one being "not at all true" to five "definitely true". Scores for the individual items are simply summed for a total score. Scores can range from 10 to 50. Higher scores indicate more active thinking about safety and actually taking an action to prevent injury. Using this instrument before and after AgDARE will help you understand the "real life" effect of the program. Positive changes in SOC scores indicate that the instruction triggered more thought about safe behavior and resulted in actions to safeguard the student.

We recommend using the FSA and SOC before and after instruction to measure change; however, you can use it either to establish your students' baseline scores or as a post-test only design. The results will not be as meaningful but will still give you some insight about your students' attitudes and behaviors.

¹ Prochaska, J.O., Johnson, S., & Lee, P. The transtheoretical model of behavior change. In S.S. Shumaker & E.B. Schron (Eds.), *The handbook of health behavior change*. (2nd ed) 1998; 59-84.